



~~STOP~~ the ~~HATE~~

FRATERNITY & SORORITY **ACTION GUIDE**

Fighting Bias & Hate Crimes on Campus
www.stophate.org

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Association of Fraternity Advisors



Association of College Unions International

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Permissions

This material was developed as a joint partnership between the Association of Fraternity Advisors and the Association of College Unions International for the Stop the Hate! Campus Bias & Hate Crime Prevention Program. Several organizations contribute to the Stop The Hate! program resources including the Anti-Defamation League, Tolerance.org of the Southern Poverty Law Center, Center for the Prevention of Hate Violence, the Lambda 10 Project for LGBT Fraternity & Sorority Issues, and The Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention.

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About **STOP THE HATE!**

Program Description

The Stop the Hate! Train The Trainer program supports colleges and universities in preventing and combating bias and hate crimes on campus as well as fostering the development of community. The only resource of its kind specifically for college campuses, the Stop The Hate! 250+ page premiere training manual and three day, 18-20 hour Train the Trainer program was developed by the Association of College Unions International in partnership with the Anti-Defamation League, Tolerance.Org of The Southern Poverty Law Center, the Center for the Prevention of Hate Violence, and The Higher Education Center for Drug and Other Alcohol Abuse and Violence Prevention.

Program Benefits

- Model hate crime prevention program with 250+ page curriculum training manual divided into 12 learning modules
- Skills and information to train students, faculty, and staff on anti-hate initiatives
- Suggested approaches to respond to hate crimes and bias-motivated incidents
- Knowledge about hate crime legislation and legal issues
- Expert resources and access to current hate crime issues and materials
- Ongoing resources, support, and evaluation of your efforts

Program Overview

Addressing the issue of hate crimes on campus requires participation of all members of the campus community. The Stop the Hate! program allows top administrators, student affairs professionals, faculty, and students to learn new innovative tools to take action on hate crimes and bias-motivated violence issues on their campus and region. Over three days and approximately 18-20 hours of training time, each participant becomes skilled on 12 training modules to implement in combination or as separate workshops/ seminars, as follows:

- **Module 1:** Framework for Learning
- **Module 2:** Introducing Bias & Hate Crime Issues
- **Module 3:** Understanding Hate Crime Law
- **Module 4:** Reporting and Documenting Hate Incidents & Hate Crimes
- **Module 5:** The Impact of Hate Crime & Victim Support
- **Module 6:** The Attraction of Hate
- **Module 7:** Young Hate Crime Offenders and Offender Motivations
- **Module 8:** Preventing Hate Incidents and Hate Crimes
- **Module 9:** Trainer Workshop Basics
- **Module 10:** Evaluation of Workshop
- **Module 11:** Change-Breakers
- **Module 12:** Action Plan to Combat Hate



Expert leaders from the partnering human rights and hate crime agencies conduct the training in groups of 25-50. These experts are selected to maximize the participants' ability to impact their college campus as educators on hate crime prevention. Throughout the next year, the participants commit to be a part of the Stop the Hate! consortium of educators to combat hate on campus and implement an action plan consisting of a minimum of six hate crime prevention efforts that might include workshops, seminars, rallies, writing articles, and developing campus response teams.

More information about Stop the Hate! may be found online at www.stophate.org.

Purpose of Action Guide

Hate crimes and hate incidents seriously threaten society today. The U.S. Federal Bureau of Investigation statistics show that college campuses are the third most common place for hate crimes to occur. Thousands of people are victimized each year because of their skin color, ethnicity, religion, gender, gender identity, or sexual orientation. Because of such statistics and the fact that the majority of hate crimes are committed by young people toward other young people, there is a pressing need for all members of the campus community, including fraternities and sororities, to **Take Action** in preventing hate crime behaviors and creating a safe learning environment for everyone.

The Stop The Hate! Fraternity & Sorority Action Guide prepares fraternity and sorority professionals to better understand terminology to define bias incidents and hate crimes, the scope of the problem as well as related legal issues as they relate to college fraternities and sororities. Further training is available through the comprehensive, three day Stop The Hate! Train the Trainer program and accompanying 250+ page curriculum training manual. For more information, visit www.stophate.org.



The Scope of the Problem

Several experts in the field of bias incidents and hate crimes, including Brian Levin of the Center on Hate and Extremism, suggest that only 10 to 20 percent of hate crimes are included in the national statistics (Tolerance.org, 2005). The Southern Poverty Law Center estimates that 50,000 hate crimes occur each year-far more than are recorded by the FBI. This drastic underreporting has serious implications (Tolerance.org, 2005).

Measuring any type of violence is a complex task. Statistics are influenced substantially by the methods used to collect the data, the definitions used, the context of the data collection effort, and other factors. No one study or statistic can tell the whole story about a complex problem, and different types of data may each provide useful information. Of course, any data should be gathered according to best practices-information gathered using poor methodology is at best inaccurate and at worst misleading. Users of statistics should educate themselves about the basics of different data collection methods in order to ensure proper understanding and citation of statistics.

Hate Crime Data

Many hate crime estimates come from crime statistics. At the federal level, these data are compiled by the Federal Bureau of Investigation (FBI) based on reports from local law enforcement agencies. At the local level, these data are reported by individual law enforcement agencies and in some states also are compiled at the state level. All campuses are now required by the Campus Security Act to report hate-motivated crimes (as well as other crimes) to the U.S Department of Education.

Advantages to Crime Data

Crime data yield important information; they tell us the number of hate crimes being reported to law enforcement agencies and allow us to track trends over time.

Disadvantages to Crime Data

- Crime statistics are limited in that they capture only incidents reported to law enforcement agencies that meet the legal definition of a hate crime in that particular area.
- Research comparing officially reported crimes with victimization surveys consistently finds that most crimes are not reported to police, and therefore crime data will underestimate the true extent of hate crimes.
- In addition, the extent of underreporting varies by the characteristics of the victim, offender, and incident. For example, studies find that groups commonly experiencing discrimination such as lesbians, gays, bisexuals, and transgenders report victimization less often for fear of victim-blaming, insensitive, or otherwise negative treatment by officials. This finding suggests that hate crimes against certain groups may be underreported to an even greater extent.
- Only incidents that meet FBI crime definitions are included in crime statistics. Using uniform definitions increases our confidence in trends over time; however, acts that do not meet these definitions are not counted.
- Crime statistics are reliant on law enforcement agencies voluntarily reporting their statistics to the FBI. Therefore, statistical changes may reflect increased or decreased reporting by agencies rather than fluctuations in actual crimes.
- An additional limitation to campus-based crime statistics in particular is that they may undercount crimes that occur in non-campus locations frequented by students, such as off-campus housing and local bars.

Importance of Reporting Bias Incidents and Hate Crimes on Campus

Campuses usually don't advertise their hate crimes or bias incidents for fear they will tarnish their public image. However, Howard K. Clery of Security on Campus has a different view. "If you see high crime statistics, it's not necessarily a bad sign. I'd get more suspicious if you have 10,000 students on campus and see a lot of zeros and ones in those columns. You know the crime rate isn't that low; chances are they're ignoring what goes on" (Tolerance.org, 2005).

Experts in the field suggest that only 10 to 20 percent of hate crimes are included in the national statistics. The Southern Poverty Law Center estimates that 50,000 hate crimes occur annually, a number that is much higher than what is recorded by the FBI. The FBI's numbers typically include fewer than 10,000 hate crimes per year.

There are many factors contributing to the FBI's drastically lower numbers. According to a 2001 investigation by the Southern Poverty Law Center's Intelligence Report and a study funded by the U.S. Department of Justice, the federal reporting system is riddled with errors.

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act requires all schools to publish crime statistics annually, separately reporting crimes that appear to be motivated by bias to the U.S. Department of Education. This act was enacted in response to the 1986 murder of Jeanne Clery at Lehigh University in Bethlehem, Penn.

Four years later, Congress enacted the Hate Crime Statistics Act of 1990 as part of the Uniform Crime Reporting Program (UCR). This made it mandatory for the FBI to collect hate crime statistics from local law enforcement agencies. However, according to the FBI, "participation in the National UCR Program is strictly voluntary." (Federal Bureau of Investigation, 2005).

Many experts in the field believe that voluntary participation has opened the door for omissions and outright falsification of data. Reporting hate crimes is vital in the fight against hate and bias. Hate crimes have a distinct ability to terrorize entire communities, thus making it imperative that acts of hate are accurately reported and documented.

To ensure that hate crimes are reported and appropriately documented by public safety officers, it is important to know where reporting tends to breakdown. The areas where reporting typically falters are when victims do not make the initial report, police officials fail to document the crime as bias motivated, and law enforcement agencies do not send the data of documented cases to the FBI.

When there is a breakdown in any of these three crucial aspects, the result will almost always be inaccurate reporting. To strengthen each of these areas, consider these steps:

Making Reporting Easy

Using an online reporting system or publicizing the reporting procedure can make reporting easier.

Providing Hate Crime Training

Southern Poverty Law Center's Intelligence Project and the Federal Law Enforcement Training Center have teamed up to offer law enforcement officers online hate crime training. To learn more go to www.intelligenceproject.org. In addition, the Department of Justice's National Hate Crime Initiative offers an eight-hour curriculum for training police officers on responding to and investigating potential hate crimes. To learn more, call the Department of Justice at (800) 421-6770.

Know the Danger of False Zeros

False zeros happen two ways. Under the Hate Crime Statistics Act, local agencies can submit hate crime data to state agencies. When a police department fails to file a report, some state agencies insert a zero instead of noting the agency as non-reporting. Another way false zeros happen is when police departments report no hate crimes when there were actually hate crimes. About 31 percent of the agencies with reports of zero hate crimes have, in fact, had at least one according to researchers. When records indicate false zeros, agencies and institutions are not put on notice that there may be a problem with hate crimes on campus.

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Sources:

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SKILLS TO STOP the HATE

“...one of the most important pieces of training
in my thirty years in higher education.”

“...an invaluable part of my professional skills portfolio.”

“...should be required for all campus communities.”

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Bias & Hate in the Last Decade

for Fraternities and Sororities

Blackface

May 1997, State University of West Georgia - During a skit, members of Kappa Alpha Order appeared in blackface to mimic the Jackson Five. The University required the participants to attend a sensitivity seminar (www.tolerance.org).

October 1998, Emory University - A member of Kappa Alpha Order was photographed wearing blackface at a Halloween party as part of a John Shaft costume. The picture appeared in the University's yearbook, angering many black students. The Student Conduct Council determined that the incident did not constitute a case of racial harassment (Chronicle of Higher Education, www.tolerance.org).

October 2001, University of Mississippi - A picture taken at an Alpha Tau Omega party showed a student in blackface, wearing a straw hat, on his knees picking cotton. Another student is dressed as a policeman is shown holding a toy gun to the head of the student in blackface. The University suspended the fraternity for one year (Daily Mississippian).

October 2001, University of Louisville - Tau Kappa Epsilon members dressed up in blackface at a Halloween party and dressed as Snoop Dog and Shaft. A black fraternity member wore a Ku Klux Klan costume that he burned at the party. The fraternity was suspended for five months and members were required to undergo sensitivity training (The Washington Times).

October 2001, University of Wisconsin-Whitewater - Tau Kappa Epsilon's homecoming skit, based on a Nike commercial, featured a student in blackface portraying NBA star Charles Barkley. The University placed the chapter on probation for one year and required the fraternity to pay \$3,000 for a diversity speaker (Milwaukee Journal Sentinel).

October 2001, Auburn University - Photographs from separate Halloween parties sponsored by Beta Theta Pi and Delta Sigma Phi appeared on a Web site. Beta Theta Pi members were dressed in Omega Psi Phi (a historically African-American fraternity) paraphernalia with their faces and bodies painted black. A Delta Sigma Phi party member was dressed in a Ku Klux Klan hood and sheets and another member was clothed in mock FUBU (a clothing line popular among African-Americans) with a noose around his neck. Other fraternity members posed holding rifles to the "black" man with a Confederate battle flag in the background. The University suspended both chapters and 15 students. Both chapters were suspended by their national organizations. A county judge subsequently ordered the University to reinstate the students. The University settled a lawsuit filed by Beta Theta Pi, allowing the fraternity back on campus (Washington Times, Chronicle of Higher Education).

May 2002, Syracuse University - At its annual "bar-golf tour," in which seniors dress up to celebrate their graduation, a Sigma Alpha Epsilon member painted his face, arms, and hands black and went to several bars dressed in a Tiger Woods costume. The incident caused an uproar on campus, and the University placed the chapter on interim suspension (The Daily Orange, Syracuse University).

September 2002, Oklahoma State University -- Three Alpha Gamma Rho fraternity members simulated a Ku Klux Klan lynching. Photographs posted on a Web site showed one fraternity member dressed in a Klan outfit pretending to hang a member wearing a prisoner's uniform and painted in blackface. A third fraternity member dressed in overalls and a Confederate flag bandana dangled a bullwhip over the head of the student in blackface. The fraternity apologized to the university community, suspended the three members, and agreed to do community service in the African-American community. The university issued a letter of condemnation to the fraternity. The Interfraternity Council placed the chapter on social probation and required it to sponsor diversity education workshops (Stillwater News Press).

October 2002, University of Tennessee, Knoxville - Members of Kappa Sigma dressed in blackface as the Jackson Five for an air-guitar contest at a campus party. The University decided not to sanction the members citing their constitutional right of expression, but the national fraternity suspended the chapter (Knoxville News-Sentinel).

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October 2002, University of Virginia - Kappa Alpha Order and Zeta Psi co-sponsored a Halloween party. Photographs of the party, posted on a Web site, included one of a guest dressed as Uncle Sam with his face painted black with exaggerated pink lips and an Afro wig. Two students dressed as tennis stars Venus and Serena Williams with their faces painted brown. An investigation by the national fraternity found that no Kappa Alpha members wore the offending costumes (Daily Progress, Charlottesville, Va.).

Other Racial or Ethnic Based Incidents

August 1995, University of Arkansas - Members of Sigma Phi Epsilon hurled a chair and directed racial slurs at a black law professor trying to take a photograph of a statue in front of the fraternity house. The statue was painted black with a "Sambo" nametag. The University suspended the fraternity for two years (Associated Press).

September 1995, University of Memphis -- A brawl broke out after Kappa Alpha fraternity members shouted racial epithets directed toward three baseball players, two of whom were African-American, in front of the chapter house. African-American students staged a sit-in on campus in protest. The national fraternity closed the chapter (The Commercial Appeal, Memphis).

January 1997, University of Nebraska-Lincoln - About 30 Sigma Chi members participated in initiation activities that included the wearing of civil war uniforms, waving Confederate flags, and burning a cross. (Associated Press).

October 1997, Indiana University - Zeta Beta Tau fraternity pledges were sent on a scavenger hunt to photograph "two chicks making out (less clothes, more credit)," "chick without shirt," "any funny-looking Mexican (blacksican, extra-credit)," and "any midget (black midget, super extra-credit)." The University expelled the fraternity indefinitely (Indiana Daily Student).

October 1998, Auburn University - Five Pi Kappa Alpha members came to a Halloween party dressed in Ku Klux Klan regalia. The chapter placed the members on social probation (www.tolerance.org).

October 1998, Dartmouth College - Chi Gamma Epsilon local fraternity and Alpha Xi Delta sorority sponsored a "ghetto party" in which students were encouraged to dress as inner-city blacks (Associated Press).

November 1999, Marshall University - Kappa Alpha members sang a racially explicit song at a social activity. The University placed the fraternity on probation for one year and required the chapter to participate in several educational programs on race relations (The Parthenon, Marshall University).

September 2000, Western Illinois University - Delta Tau Delta ran a newspaper advertisement of chapter members posing with a black jockey lawn ornament. Handcuffs were hanging from the ornament. The University suspended the fraternity for one year and required members to participate in diversity training (Associated Press).

December 2000, University of New Mexico - Sigma Chi members taped a swastika to the roof of a black student's car illegally parked in the fraternity's lot. The University suspended the fraternity for two semesters (Daily Lobo, University of New Mexico).

February 2001, University of North Texas - Kappa Alpha Order members allegedly used racial slurs and waved a Confederate flag at a group of black football recruits. After a joint investigation, the University and the national fraternity suspended the fraternity for five years (Associated Press).

Spring 2002, Washburn University - During "hell week," a Phi Delta Theta pledge was forced to endure dozens of racial slurs a day and wear a T-shirt saying, "Why do I stink? I'm Mexican." The University and national fraternity both sanctioned the chapter and individuals involved, but the details of the sanction were kept confidential (Topeka Capital Journal).

January 2003, University of Texas, Austin - The Kappa Alpha Order had a "Gin and Juice" theme party at which two members wore shirts perceived as racially insensitive, one adorned with a watermelon, the other from a Juneteenth celebration. The Interfraternity Council suspended the chapter for three months (Daily Texan).

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September 2003, University of Virginia – A male business student originally from Peru, was beaten during an Alpha Delta Phi party by a fraternity member. He was treated for broken bones in his face and numerous cuts and bruises. The fraternity member allegedly shouted ethnic slurs during the attack. The fraternity member pleaded guilty to assault charges (Associated Press).

September 2003, Duke University - Sigma Chi hosted a “Viva Mexico” theme party that featured a “border control” at the entrance and handed out expired green card invitations. The University decided not to punish the fraternity for its actions (The Chronicle, Duke University).

September 2004, University of Colorado, Boulder – While a Chi Psi pledge passed out after drinking excessively at a fraternity activity, fraternity brothers wrote racial, misogynist, and sexual vulgarities all over his body. The pledge died of alcohol poisoning. The national fraternity closed the chapter (Rocky Mountain News).

January 2005, University of Southern California - At an Alpha Epsilon Pi party with the theme “Once Upon a Time in Mexico,” the fraternity set up a makeshift replica of the U.S.-Mexico border, with barbed wire looped around the top of a rented six foot fence. Next to fence was a flashing red light and a cardboard sign that read “Welcome to Mexico” (Daily Trojan, University of Southern California).

Religious

January 2003, University of New Hampshire - A Jewish female University of New Hampshire student fell asleep on a fraternity house couch and woke to find that Phi Kappa Sigma brothers used a marker to draw a swastika, penises and the fraternity's Greek letters on her face and body. Two fraternity members were charged with simple assault. The national fraternity expelled the responsible members and the University permanently dismissed the chapter from campus. (Associated Press)

January 2005, Washington & Lee University - Two fraternity brothers instructed a group of Phi Gamma Delta pledges to write a “joke” on a piece of paper and hold it up to a parking garage security camera. The paper stated “Why don't Jews have A.D.D.? Because they went to concentration camp.” The fraternity imposed internal sanctions on those involved (The Trident, Washington & Lee University).

Sexual Orientation

October 1998, Colorado State University - While Matthew Shepard, the gay University of Wyoming student who was pistol-whipped and tied to a fence post like a scarecrow and left to die, was in intensive care at a hospital nearby, the Colorado State homecoming parade float sponsored by Pi Kappa Alpha and Alpha Chi Omega included a scarecrow. The scarecrow had “I'm Gay” written across his face and “Up My Ass” written on his back. The national fraternity temporarily suspended the chapter's charter and supported the chapter's internal discipline process. The sorority voted to disband. The University withdrew recognition of both chapters and disciplined 11 students (Rocky Mountain Collegian).

February 2001, Syracuse University - A Delta Kappa Epsilon pledge claimed he was subjected to intense homophobic taunting during pre-initiation activities. The University placed the fraternity on interim suspension. After investigation, unspecified sanctions were imposed and the chapter was reinstated (The Daily Orange, Syracuse University).

April 2001, George Washington University - A Delta Tau Delta member yelled “I hate fags” from the front of the chapter house at three GW Pride members as they walked by the house after a drag show on campus. The University placed the chapter on social probation (The GW Hatchet).

STOP THE HATE FRATERNITY/SORORITY ACTION GUIDE

September 2001, Texas A&M University - At a bid day activity at a local restaurant a new pledge of Tau Kappa Epsilon fraternity was confronted by the rush chairman who had discovered that the pledge was a member of the Gay, Lesbian, Bisexual and Transgender Aggies organization. The pledge confirmed that he was gay and was informed by the rush chairman that “it would ruin us” to have an openly gay member. The rush chairman asked him to remove his pledge jersey, and the pledge left the restaurant “shirtless and scared.” The University determined that there was no violation of the campus nondiscrimination policy because the fraternity did not officially vote the pledge out until after his complaint was filed and the investigation completed. (The Battalion, Texas A&M University)

April 2002, Michigan State University - Pi Kappa Phi pledges wore pink, sleeveless T-shirts to campus cafeterias that had phrases such as “I like little boys,” “Capt. Gay Sex” and “Fag Hairstylist” written on the back. The chapter was suspended by the national fraternity and a campus Greek judicial panel (The State News, Michigan State University).

National Origin

March 2001, University of Florida - The Delta Tau Delta fraternity had a “Mekong Delta” Viet Nam War theme party in which the fraternity's front yard was decorated with sandbags, a grass hut, and a barbed wire fence. Men were dressed as GIs, and women dressed as Vietnamese prostitutes (Independent Florida Alligator).

February 2004, University of Michigan - Nine members of Sigma Alpha Epsilon allegedly punched and kicked another student and made derogatory remarks about his Middle Eastern heritage. The injured student filed a lawsuit against the fraternity (Ann Arbor News).

May 2005, Tufts University - Members of Sigma Phi Epsilon shouted racial slurs to the president of the Arab Student Union as he walked past the chapter house, including calling him a “Saddam supporter,” “terrorist,” and “Iraqi.” When the student later returned to the fraternity to confront the members about the incident, he was allegedly physically attacked by three fraternity members. As of July 2005 the case was still under investigation by the University (Tufts Daily).

Editor's Note:

This list of fraternity-related bias incidents and hate crimes was compiled by conducting an internet media search. The purpose of the list is to give an overview of the types and prevalence of bias incidents and hate crimes involving fraternities and sororities that have been reported in the media, along with some of the consequences for the individuals and organizations involved. Many of these stories were picked up by wire services and received national attention. Not all incidents are reported in the media, and there are undoubtedly additional reported incidents not included in the search results. The listing is not intended to represent a comprehensive list of all bias incidents and hate crimes that have occurred at colleges and universities during the last decade. A good-faith attempt was made to verify the accuracy of the items included on this list. Keep in mind that a brief synopsis of an incident may not give a full perspective of all of the circumstances, including the intentions of those involved and the response efforts of the campus.





Racist and anti-gay 'jokes'
Casual comments steeped in stereotypes
Party themes that dehumanize others

IT HAPPENS, AND YOU DON'T KNOW WHAT TO SAY.



SPEAK UP!

A GUIDE TO INTERRUPTING EVERYDAY BIAS AND BIGOTRY

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Know the Difference. Know the Impact.

Bias Incident and Hate Crime Terminology

- Two students physically fight one another in the college union. In the heat of the moment, one of the students calls the other student a faggot.
- A student wakes up one morning, leaves for a morning class, and as she's exiting her residence hall room finds a sign hanging on her door with the letters N-I-G-G-E-R scrawled on it.
- Students walking home from class discover a swastika spray-painted on the side of the campus library.
- Each one of these cases, although generic, strikes a chord on many college campuses. Hate and bias activities like these strike the nation's college campuses with extreme regularity. When they strike, affinity groups can be effective at responding to community needs.

What is a Hate Crime?

According to the Hate Crimes Statistics Act of 1990, a hate crime is a criminal act in which the victim is selected because of the perpetrator's personal prejudice of a diversity-race, religion, ethnicity/national origin, disability, or sexual orientation; though many state hate crime laws fail to include protections for sexual orientation-based crimes (Federal Bureau of Investigation, 2005).

For an act of hate to qualify as a hate crime, two variables must be present:

1. A crime must take place;
2. That crime must be motivated by bias against characteristics included in federal, state, and, or local statutes. Federal statutes include race, ethnicity, national origin, and religion. Local statutes in some states include sexual orientation, gender and other characteristics. Check your state or local statutes for complete characteristics covered in your area (Windmeyer, 2000-2006).

When preparing to respond to hate crimes, it is important to know that hate crimes do not have to be crimes against a person. Crimes against property can be deemed hate crimes if the two variables are present. For example, if a student wants to intimidate Jews in the community by spray-painting a swastika on the Jewish Student Center, the act is considered a hate crime. In this case, both variables are present: a criminal act and bias motivation. Vandalism and destruction of property are both crimes, and the use of a swastika, a known hate symbol, is enough to prove bias motivation.

When classifying an act as a hate crime, it is important to be able to quickly prove bias motivation. Using bias indicators can help you do this. Bias indicators- such as language, the presence of hate symbols, the races or sexual orientations of those involved, and even the calendar date on which the crime occurred- can signal that the perpetrators' actions may have been motivated, at least in part, by hate or bias. An important bias indicator to remember is the victims' perceptions. If at any time victims feel they were victimized because of bias toward their race, religion, national origin, ethnicity, or any other protected characteristic, their perception can be used as a viable bias indicator.

What Is a Bias Incident?

- A bias incident is conduct, speech, or expression that is motivated by bias, but that does not rise to the level of a crime. Bias incidents encompass a broad spectrum of activity, from silently avoiding contact with someone because of his or her race, religion, national origin, ethnicity, sexual orientation, or other characteristics, to playing host to a private party where participants dress up in blackface or wear Klan regalia.
- The bias that gives way to hate crimes and bias incidents can be real or perceived, as when a person is attacked because they are perceived to be gay or individuals are beaten because they look like they are Muslim.
- Because of the subtle and sometimes indirect nature of bias incidents, they can sometimes go undetected and thus uninterrupted. When today's hate and bias is uninterrupted, it can quickly escalate into tomorrow's act of violence.
- As you prepare to confront bias and hate in your community, know that all hate crimes are bias incidents; however, not all bias incidents are hate crimes. This is an important distinction to make because hate crimes and bias incidents warrant different campus responses.
- Hate crimes can be prosecuted, sometimes carrying enhanced penalties, like increased sentences. Bias incidents, on the other hand, cannot be prosecuted but may violate campus codes and policies. Check your campus policies to see what anti-harassment or other pertinent policies exist.
- It is important to be able to recognize and act against hate and bias whenever it strikes. This sends a message to the entire community that there is no place for such activity. To not do so can give way to a pattern of hate that can be dangerous and violent.
- Hate crimes and bias incidents don't just victimize individuals; they torment entire communities making individuals feel frightened and unsafe.

Sources:

Federal Bureau of Investigation; Retrieved Oct 15, 2005 from <http://www.fbi.gov>.

Windmeyer, S.L. (2000-06). Stop the Hate! Train the Trainer Manual: Fighting Bias and Hate Crimes on Campus, 3rd edition. Association of College Unions International: Bloomington, Indiana.



Pyramid of Hate, Patterns of Bias

The Prejudice Institute in Baltimore estimates that each year more than 500,000 students are victims of hate on college campuses. (Prejudice Institute, 2005) The 2005 FBI Hate Crime Report indicates that on average, one hate crime occurs each day on a college campus. The U.S. Department of Justice ranks “learning communities” as the third most common place where hate happens.

The presence of hate on college campuses makes the threat of violence feel imminent. This potential for hate violence or bias incidents is exacerbated when there is little intervention or no organized effort to confront hate and bias activity.

Jack Levin and Jack McDevitt, noted hate crimes experts and authors of *Hate Crimes: The Rising Tide of Bigotry and Bloodshed*, wrote that, “for most students, whatever their racial identity, college is the first occasion to have extensive contact with individuals who differ from them in socially significant ways” (Levin & McDevitt, 1993, p.134). This makes coming to college a frightening experience for many. Levin & McDevitt continue: “Many students react to this stressful situation by seeking companions who are very much like themselves” (Levin & McDevitt, 1993, p.134).

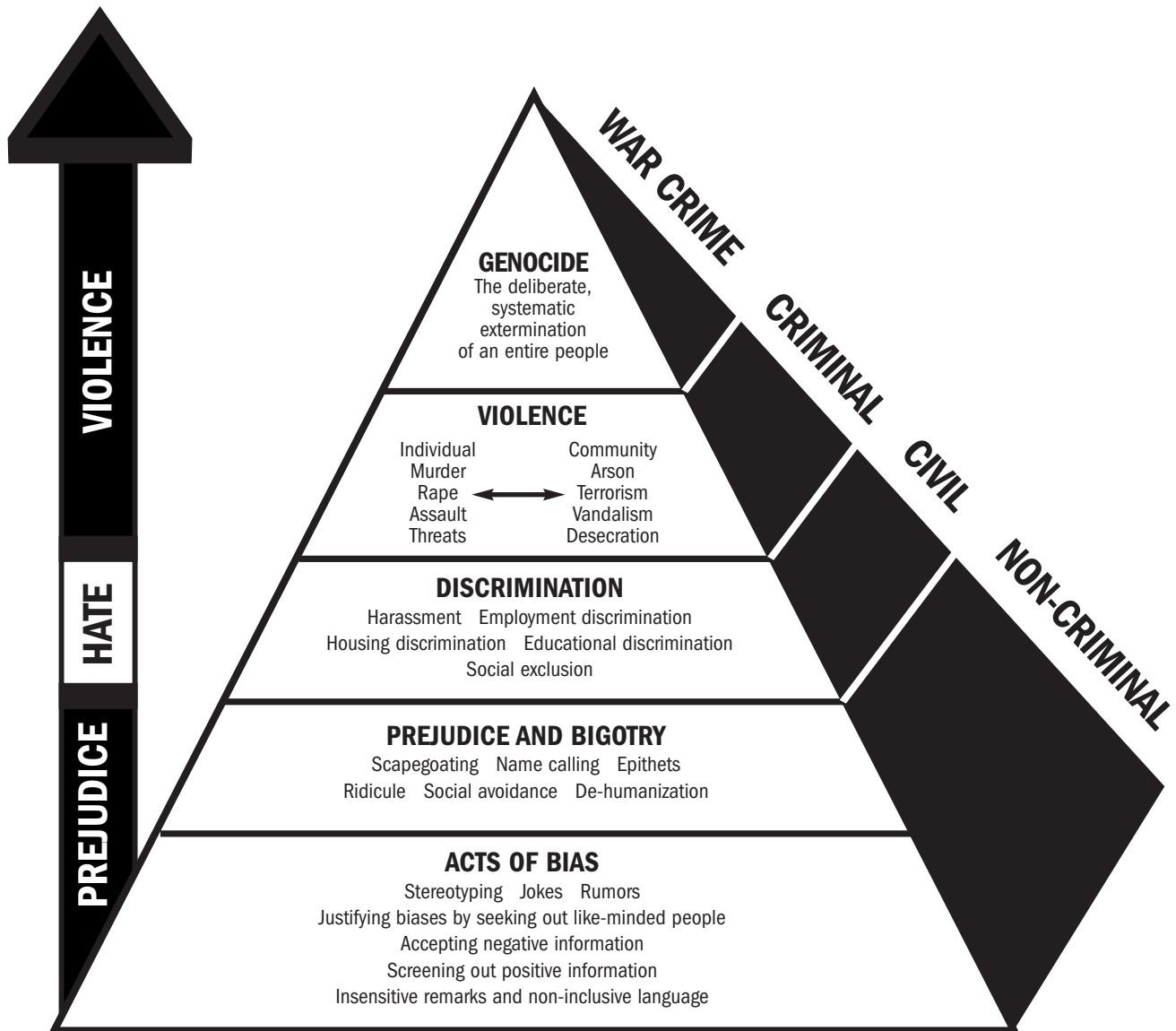
With going to college being such a frightening experience for some students, student organizations are presented the opportunity to ease tensions that may result from this transition by promoting inclusion. Building social-bridges across cultural groups is a vital step toward creating a community that is prepared to combat hate and bias. According to a 2004 report by UCLA's Higher Education Research Institute report, student interracial interaction is on the decline. In this annual report, *The American Freshman: National Norms for 2004*, feedback from students “shows a decrease in interaction across racial/ethnic groups on college campuses nationwide.”

Such segregation makes it difficult for students to understand or empathize with the concerns, problems, or challenges of students of difference, thus making it difficult to build alliances across cultural and ethnic groups to confront hate activity (Levin & McDevitt, 1993, p.127).

The Anti-Defamation League's Pyramid of Hate illustrates the escalation process that can result when hate goes uninterrupted. According to the Pyramid of Hate, hate begins with acts of bias: stereotyping, jokes, rumors, insensitive remarks and non-inclusive language. When these bias activities go uninterrupted, they give way to prejudice and bigotry. Prejudice and bigotry usually takes the form of scapegoating, name-calling, social avoidance, and epithets. When prejudice and bigotry go uninterrupted, they allow such activity to escalate into actual discrimination such as harassment and social exclusion. When discrimination goes uninterrupted, it can open the door for violence, which can in time give way to genocide: the deliberate systemic extermination of an entire people.



Pyramid of Hate



As fraternity and sorority life professionals, you are in a position to interrupt this escalation process and bring your campus one step closer to becoming a community that fights hate and bias.

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Test What **You Know.**

Learning Exercise



Case Study One: “Bringing Down the House”

A student of Middle Eastern descent was attempting to enter a fraternity house at The University when nine members of the fraternity joined him at the front door. The fraternity members appeared drunk and impatiently waited to enter the house. After a short wait, the nine fraternity members decided to kick down the door. In a sudden turn of events the nine fraternity members began aggressively kicking and knocking on the door in an attempt to force it open.

In a surprised panic, the Middle Eastern student urged them to stop. His pleas further incited the nine fraternity members and prompted a violent series of events. The nine fraternity members stopped their attempt to break down the door and decided to turn all of their aggression to the Middle Eastern student. The student said the nine fraternity members hurled him from the porch, jumping down after him once he hit the ground. As he lay helpless on the ground, he reported that they kicked and punched him repeatedly. During the attack the nine fraternity members were said to have made derogatory remarks about his Middle Eastern heritage.

The student victim suffered cuts and bruises from the attack and has filed a lawsuit seeking damages of more than \$25,000 from the nine fraternity members for assault and battery, and ethnic intimidation. He is also seeking damages from the national fraternity.

In addition, the lawsuit implicates two other members of the fraternity who were said to have incited the attack and provided alcohol to the nine students.

The attorney representing the student victim said that the fraternity has a history of racially motivated violence fueled by drinking.

Members of the campus community acknowledge past problems with the fraternity, but stopped short of alleging that violent, ethnic-bashing behavior was common among organizations in the fraternity and sorority community.

The University has noted that because fraternities and sororities are on private property it cannot sanction the organizations, but as a result of the attack, it has urged the national fraternity to close the chapter due to repeated problems.

Questions to Ask:

1. Was this a hate crime or a bias incident? Why?
2. What steps should the fraternity's advisor take to address the incident?
3. What steps might the chapter take to address the incident?
4. How should the national fraternity respond to the University's recommendation?
5. What specific actions should the national fraternity take to address this?
6. What steps should The University take to address the incident?
7. Place aside the idea that the victim is not a member of a Greek organization, and imagine that those involved were members of fraternities from different councils. Now, under these circumstances, what steps should the fraternity/sorority councils take to address this activity (Imagine that the victim is a member of National Pan-Hellenic Council and the other fraternity is in the Interfraternity Council)?
8. How might the attack have been prevented?
9. What can be done to prevent future incidents like this one?

Facilitator Notes: **Case Study 1**

It is a crime to assault a person. The definition of a hate crime is a criminal act in which the victim is selected because of the perpetrator's personal prejudice of a diversity. In all such cases bias motivation must be proven before a crime can be deemed a hate crime.

Employing the use of bias indicators can assist in classifying this activity a hate crime. Bias indicators- such as language, the presence of hate symbols, the races or sexual orientations of those involved, and even the calendar date on which the crime occurred-can signal that the perpetrator's actions may have been motivated, at least in part, by hate or bias.

The two most obvious bias indicators in this case study are the differences in the races/ethnicities of those involved and the language used during the offense. These two bias indicators can work to prove bias motivation and equip the victim to bring hate crime charges against the culprits.

If bias indicators are not readily available or easily identifiable the victim can employ victim's perception, which is also a bias indicator. Victim's perception is the expressed belief by a victim that he/she was victimized because of his/her race, ethnicity, national origin, religion, and/or sexual orientation.

After applying these two bias indicators, the activity described in this case study rises to the level of becoming a hate crime.

Discussion Point: Encourage participants to explore the bias indicators in this case study.

When exploring the distinction between the roles of law enforcement officers, the college or university implicated in the act, and fraternity or sorority inter/national organizations it is important to clearly define the responsibilities of each.

Law enforcement agencies use the justice system to punish criminal acts.

Fraternity and sorority inter/national organizations reprimand and sanction involved parties according to internal policies and bylaws, established to regulate the behavior of their members.

Colleges and universities sanction and reprimand student conduct according to internal policies and student codes of conduct. They do not have the resources in place (a court of law), nor the authority (mandate of the justice system) to sanction criminal activity, but can bring criminal charges against members of their community. Distinctions also exist in the discretion to which different types of institutions-whether publicly or privately owned-can employ when writing and enforcing internal policies. Private institutions have greater discretion than public institutions.

Discussion Point: Encourage participants to explore the roles of each agency with the authority to respond.

When engaging participants about effective responses to this activity it is important to encourage possible responses to the hate crime as well as actions that did not rise to the level of a crime: the biased language, the alcoholism and drunkenness, and the encouragement given by onlookers.

Hate crimes and bias incidents can have far-reaching effects on a college campus. When such acts happen they can prompt the campus community to become extremely polar, call attention to the sanctions that will be handed to the involved parties, and instill a level of fear in the community that must be addressed.

In short, ensure that all possible responses provided by the college or university reprimand, unify, and educate. Hate crimes and bias incidents provide "teachable moments" from which the entire campus can benefit.

Test What You Know.

Learning Exercise



Case Study 2: “The ‘Across the Border’ Party”

The Delta Upsilon Phi, a predominately white national fraternity at Western University, a public institution located near the U.S.-Mexico border, decides to sponsor a party with an “Across the Border” theme. They register the party with the Office of Fraternity and Sorority Affairs and include the theme on the registration form. To enhance the theme, the fraternity buys enough barbed wire and wooden stakes to build a barbed wire fence to surround the fraternity house and yard. Guests must enter the party by going under the barbed wire. Several brothers dressed as Border Patrol agents with toy guns attempt to capture the “illegals.” If the guests enter the house without being caught, they get to go directly to the recreation room to celebrate their freedom. If “captured,” the guests are detained in the fraternity basement and must buy a green card for \$5 to enter the party.

To promote the party, a member of the fraternity, who happens to be Latino, designs a T-shirt with a drawing of a yellow diamond caution sign that shows a woman and children crossing the road, similar to the signs posted near the border and at border patrol highway checkpoints to warn motorists of immigrants trying to cross the freeway. The shirt also has the fraternity's Greek letters and a graphic depicting the party theme. Each fraternity member is given four shirts—one for himself and three to give to friends. Guests are required to wear the shirt as their “ticket” to the party.

On the night of the party, five members of Lambda Tau Nu Fraternity, a regional Latino fraternity, are walking down the street and see a group of students wearing the T-shirts designed for the party. They are curious and decide to follow the group and watch as the group enters the party and are captured by the members dressed as border patrol guards.

The Lambda Tau Nu members are angry and offended by what they have observed and enter the Delta Upsilon Phi yard. They ask to speak to the Delta Upsilon Phi president, and someone goes to find the president. While the Lambda Tau Nu members are waiting, the fraternity members dressed as the border patrol agents come up to the Lambda Tau Nu members and tell them that they are trespassing and must leave. One of them tells the Lambda Tau Nu members to “go back to your own country where you belong.” A loud argument ensues, which quickly escalates into a brawl. During the fight, one of the Delta Upsilon Phi members dressed as a border patrol agent swings a Corona bottle toward one of the Lambda Tau Nu members striking him in the face. This is caught on film by the photographer hired to take party pictures. The student hit with the bottle is knocked unconscious and is taken to the hospital. The police are called and break up the party, identify, and arrest the Delta Upsilon Phi member who hit the Lambda Tau Nu member with the bottle.

The campus newspaper has a front page headline “Racial Incident Erupts on Fraternity Row, One Student Injured” with three photos taken by the party photographer—including the picture of the arrested Delta Upsilon Phi in the border patrol uniform striking the Lambda Tau Nu member in the face, a picture of a guest wearing the party T-shirt, and a picture of a person crawling under the barbed wire fence.

MEChA, a Mexican-American activist organization, is passing out fliers announcing a protest march at noon through fraternity row to demand that Delta Upsilon Phi be permanently expelled from campus for its racist party theme and that the member who was arrested be charged with a hate crime.

Questions to Ask:

1. Was this a hate crime or a bias incident? Why?
2. What steps might the campus fraternity/sorority advisor take to handle this incident?
3. What steps might the chapters involved take to handle this incident?
4. What steps should the national fraternity take to handle this incident?

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5. Assuming that Delta Upsilon Phi is in the Interfraternity Council and that Lambda Tau Nu is in a separate multicultural Greek council, what steps should the fraternity/sorority councils take to address this incident?
6. Does there appear to be cause for university disciplinary action against the chapter? On what grounds?
7. How might the incident have been prevented? What steps can be taken to prevent future incidents?

Facilitator Notes: **Case Study 2**

It is not a crime to have a party with an offensive theme. At public institutions, student organizations have a constitutional right of free expression, which courts have interpreted to include party themes. Accordingly, the institution cannot take disciplinary action against the fraternity for the offensive party theme.

A distinction should be made between the role of the university and the national fraternity. The national fraternity is a private organization; therefore, it is not constitutionally restricted from imposing sanctions for using an inappropriate theme that reflects poorly on the fraternity's core purpose. In cases such as this, the best course of action may well be for the university to inform the national fraternity and let the organization take the lead.

The role of the fraternity council may be a gray area. If the council is acting on behalf of the institution or if the council imposes sanctions that deprive a chapter of campus privileges, the council may be limited in the type of disciplinary action it can take.

Keep in mind that while the fraternity has First Amendment protections, the university and fraternity council also have the right of free speech and should exercise that right to condemn racist activity.

Mediation may be a good method for handling some of the issues in this case. There is an important distinction between judicial action by the university and a university staff member advising an organization on how they can make amends and hold themselves accountable.

It is unclear from the facts presented in the case study whether the physical assault with the beer bottle constitutes a hate crime. To prosecute the assault as hate crime, it must be proven that the motivation of the person who hit the student with the bottle was based on the victim's national origin or ethnicity. If the perpetrator was the one who told the group to "go back to your own country where you belong" that could be considered evidence as to his motivation. Further police investigation would probably be necessary in this case to determine if the elements of a hate crime were present.

In the discussion, it may be worth noting whether the party theme "Across the Border" should have raised any red flags, and if inquiries by the Office of Fraternity and Sorority Affairs might have prevented the incident. There also should be discussion on how fraternity and sorority councils can establish guidelines for event themes and educate chapters on cultural sensitivity.

Another interesting discussion to engage is why the Latino members of the sponsoring fraternity did not object to the party theme. (It was a Latino member who designed the T-shirt). A discussion on why the selection of the T-shirt could be considered culturally insensitive may also be enlightening. Some students may find it acceptable to have a T-shirt that depicts an unusual traffic sign (some commercial T-shirt companies market such shirts); whereas students of Mexican heritage may find that the shirt mocks the plight of those seeking to find a better life for their families.

At educational institutions, incidents such as this one should become "teachable moments" for all involved. The immediate handling of the incident should include some type of forum for all groups to come together and express their feelings in an appropriate and respectful way. It may be productive to discuss how to make that happen. The discussion also should include ongoing efforts to create a climate of respect on the campus.



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Legal Issues for Fraternities & Sororities

Hate Speech & the First Amendment

Colleges and universities have seen a number of bias incidents or instances of hate speech over the years involving fraternity and sorority chapters or individual members. Whether it has involved fraternity members donning blackface at a party or for a skit, slurs being yelled outside of a chapter house, a fraternity and sorority homecoming float mocking Matthew Shepard's death, or fraternity parties with racially and ethnically insensitive party themes, those working with fraternities and sororities cannot deny that some chapters have perpetuated hate speech on campus. Hate speech is a catch-all term that includes verbal and written words and symbolic acts that encompass a negative portrayal of a particular person or group based on their race, gender, ethnicity, religion, sexual orientation, or disability (Kaplan & Lee, 1997). The purpose of such speech is to humiliate and common vehicles for such include epithets, slurs, insults, taunts, and threats (Kaplan & Lee, 1997). Hate speech is seen by some as synonymous with bias incidents, and the terms are often used interchangeably.

First Amendment and Hate Speech

Many times bias-related incidents may fall under the protection of the First Amendment of the U.S. Constitution, which states, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances." Supreme Court (Healy v. James, 1972; Shelton v. Tucker, 1980) and lower court cases (Doe v. University of Michigan, 1989; Iota Xi Chapter of Sigma Chi Fraternity v. George Mason University, 1993) have set precedent and created boundaries regarding how university officials may deal with the issue of free speech, even if that speech contains language or expression of hate (Kaplan & Lee, 1997). The courts have determined that the First Amendment protects more than just spoken or written words, but may protect "symbolic acts" as well (Kaplan & Lee, 1997). Not only can hate speech be written or depicted on T-shirts and fliers, it can also be expressed through symbolism in decorations, costumes, skits, or simulations.

- A fraternity hosts a "Viva Mexico" theme party featuring "border control" and distributes expired green cards.
- Students are encouraged to dress like they are from the inner city for a fraternity theme party.
- Chapter members decide to lip sync a Jackson Five song for a skit while performing with their faces painted black and wearing Afros.
- Chapter members depict a mock lynching in a photograph at a Halloween party.

Each of these examples could be protected under the First Amendment. Professionals working with fraternal organizations are often left with the difficult task of balancing both civility and community on campus with individual freedoms guaranteed in the U.S. Constitution when dealing with such incidents. The Supreme Court and lower court cases leave it to colleges and universities to figure out ways to address bias incidents and hate speech, while still supporting the First Amendment and individuals' rights. While the First Amendment applies only to public institutions, this does not mean that those working at private institutions or for private organizations do not have to adhere to the spirit of the First Amendment.

The vigilant protection of constitutional freedoms is nowhere more vital than in the community of American Schools [Shelton v. Tucker, 1960]. The college classroom with its surrounding environs is peculiarly the "marketplace of ideas," and we break no new constitutional ground in reaffirming this nation's dedication to safeguarding academic freedom [Healy v. James, 1972] (Kaplan & Lee, 1997, p. 360).

STOP THE HATE FRATERNITY/SORORITY ACTION GUIDE

Application of the First Amendment on Campus for Fraternities & Sororities

What is most applicable to campus professionals when looking at the issue of free speech is that although the time, place, and manner in which the speech is expressed can be regulated, the content cannot be considered when attempting to regulate or prevent bias incidents or hate speech. Unfortunately people have the right to hate, so it is important to understand how the First Amendment protects such expressions. In their chapter, "The Legal Perspective: The First Amendment and Educational Sanctions" within *Blackface on Campus: A Resource for Awareness and Education*, Wald and Coe discussed the implications of the First Amendment and how sanctions are levied at a college or university (AFA, 2003). Kaplan and Lee cite five major principles of free speech, which limit the regulation of hate speech:

- Regulation on the content of speech is highly suspect.
- Emotional and cognitive content of speech is protected from government regulation.
- Speech may not be prohibited merely because persons who hear or view it are offended by the message.
- The government may not regulate speech with provisional language that is too broad or vague and would create a chilling effect on the exercise of free speech rights.
- When the government is regulating what is considered unprotected types of speech (i.e. fighting words or obscenity) it generally may not restrict expression of certain topics or view points in that unprotected area without also restricting expressions of other topics and viewpoints within that same area (1997, pp. 398-399).

When looking at the five principles, the question could be asked if any hate speech can be regulated. Avenues have been identified that can limit speech when certain factors are in place not involving the actual content of the speech. Kaplan and Lee (1997) explain possible situations where regulation of speech on campus may occur:

- Institutions may regulate hate speech when it is combined with non speech, non-symbolic actions.
- Institutions may regulate time, place, and manner as long as neutral regulations do not focus on content.
- Institutions may regulate content of hate speech that falls under one of the exceptions to the First Amendment.
- Slander, libel
- Pornography, obscenity
- Fighting words
- Captive audience speech
- Clear and present danger to public safety
- National security.
- False and deceptive advertising
- Where speech is incidental to conduct
- Solicitation crime
- Words used that tend to prove discriminatory motive
- Racial, religious, and sexual harassment in schools and workplace
- Institutions may regulate hate speech that furthers a scheme of racial or other discrimination (Windmeyer, 2000-06).

If a fraternity or sorority is involved in a bias-related incident or you are trying to prevent such an incident, regulation of speech can only happen if one or more of the above exceptions are in place. For example, while the content of a flier promoting a potentially racially or ethnically insensitive party theme (that may result in a bias incident) cannot be regulated, when, where, and how the flier is distributed on campus may be regulated. You may not stop the party from happening, but you have potentially curbed the promotion of the event. Furthermore, if a bias incident or hate speech does occur at the party, you may not be able to sanction the fraternity or sorority for the party theme itself, nor what may have been expressed at the party through words or symbols. If their speech caused behavior or conduct that violates state and local law or campus policy, those violations can be addressed.

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Fraternal Approach to Hate Speech on Campus

There is a large gap in addressing bias incidents in a fraternity and sorority context. The First Amendment should not be seen as a wall that prevents administrators from addressing such behavior. Whether a fraternity or sorority has a party theme, float, or skit that may be considered a bias incident, the First Amendment should not be a reason to avoid addressing the behavior. Because regulation of speech is not always an option, institutions must look to non-regulatory approaches. So what can a professional do? When dealing with bias incidents, always involve legal counsel that can advise and interpret the First Amendment and how it applies to each situation. Consider these approaches:

- Remember your own freedom of speech. Just as the students or organization you are working with have the right to believe, say, write, and express certain ideas, you also have the ability to condemn such expressions. You may not always be able to regulate the speech from the institutional level, but you can stand up and speak out against bias incidents. Other students and organizations have this option as well. Freedom of speech works both ways - expressing an idea and speaking out against that same idea are both acceptable.
- Bias incidents involving fraternity or sorority chapters or individual members are inherently inconsistent with the values and mission of these groups. Looking at a chapter's founding values, motto, and creed can provide perspective that while bias incidents may be protected by free speech, being involved in such an incident violates the very oath every fraternity and sorority member took to live up to the values of the organization. Just because something is allowable does not always make it right. Have a conversation with the students involved and ask them to consider whether their ritual supports the notion of hate.
- The name, symbols, and logos of fraternal organizations are trademarked. While you may not be able to regulate bias incidents because of content, you could look at the incident of a party theme, T-shirt, or the like in the context of a trademark or intellectual property issue with the national organization. An important conversation can occur regarding a chapter's choice to include the fraternity name with an inappropriate party theme or message and their connection to the national organization that owns the name and logo of the fraternity or sorority.
- Refer the incident to the national organization and its executive office. While the campus judicial system may not allow hate speech to be addressed, national fraternities and sororities may be able to address the situation within their organizational policies.
- Consider how the local governing councils can address the situation. If your governing council does not act as an agent of the college or university and its judicial proceedings are separate, encourage the council officers to also address the behavior through their system. The council may be able to sanction a chapter independent of the campus judicial system for violation of council bylaws or its own constitution. However, if the council adjudicates campus policy or has the authority to limit campus privileges, this course of action may not be possible. Many times we can be surprised by the level of accountability our students expect when they have been empowered to address behavior inconsistent with that of the community standards. Challenge your governing councils to address bias incidents and hate speech proactively through education.
- Encourage the students involved in the incident to come up with a solution or way to address their behavior. Utilize your role as an advisor to facilitate the process of finding solutions or resolution to the situation if a group cannot be sanctioned. When a campus reacts to such a situation, the students may find that they did not realize the impact of their actions and feel the need to begin to rectify the situation by participating in educational workshops, performing service to the community, making a formal apology, etc. While you may be privy to share the phone calls and e-mails from people concerned or upset about the situation, be sure to share those sentiments with the chapter or individual members who were involved in the incident as they may not understand or know the extent to which people were affected by their actions. Assist students seeking such opportunities and support their efforts to learn from the situation.

STOP THE HATE FRATERNITY/SORORITY **ACTION GUIDE**

Fraternity and sorority professionals must handle bias incidents delicately balancing the need to address behavior and support students' First Amendment rights. While colleges and universities have been coined the market place of ideas, respect for one another should be a basic expectation on all campuses. Proactive conversations regarding party themes, T-shirts, and overt messages and symbolism that could be considered hate speech must be encouraged whenever possible. Framing the topic of hate speech within the unique backdrop of fraternal organizations can aid in dealing with hate speech on college campuses. The nature of fraternities and sororities as organizations with missions, creeds, and values, not to mention their status as private organizations, allow for teachable moments, sometimes with consequences, that are more difficult to have with other student groups or individuals on campus. Chapters and individual fraternity and sorority members must reconsider their own role in perpetuating hate on campus. The First Amendment, like fraternal values, should serve as a guide not a limitation on how we can address hate speech involving fraternities and sororities.

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Take Action.

10 Ways to Take Action on Bias & Hate Crimes within College Fraternities & Sororities



Fraternity and sorority professionals may use the following resource to facilitate growth and exploration among college students. The action steps and questions posed will help guide discussions and educational opportunities about the topics of bias and hate.

1. MEDITATE (on your experiences):

It is extremely important that all members of any chapter take some time for reflection, to take stock of their fears, prejudices, and misconceptions about people of different races, backgrounds, and ethnicities. This reflection can come in many forms: spiritual or religious retreats, academic forums, or merely casual conversations with friends, chapter members, faculty, or staff. The initial goal of the meditation period is not necessarily to eliminate these prejudices, but rather to acknowledge that all members of a community enter with preconceived notions which, if left unchecked, can inhibit full participation from its members.

! Action items:

- Begin a 'journey-al' (a journal designed to capture your journey). As your first entry, answer the following questions.
- Would a marginalized student feel welcome in your chapter? Would they join your chapter?
- Actively examine your fears and concerns. Are these fears yours, or merely passed down from your family and/or friends?
- Purposefully consider the rationale behind your reactions to individuals you perceive to be different. Do you assume the best or expect the worst of them? Why?
- Spend some time thinking about your own background. Do you feel marginalized? Whether you do or you do not feel marginalized, do you marginalize others?

2. DELIBERATE (and explore your feelings):

When you have answered some of these questions for yourself, it is essential that you examine your comfort level with your answers. How ready are you to become engaged in your campus's cultural landscape? How ready are you to actively participate in community dialogues? How ready are you to confront your own views and fears? How ready are you to challenge others to do the same? The goal of the deliberation period should be to begin to prepare yourself to see others as they wish to be seen, free of your personal biases.

! Action items:

- 'Own' your biases and thoughts. Be willing to stand by your experiences and be willing to share them with others.
- Begin to identify members of the chapter with whom you feel totally comfortable. Make sure they are people with whom you can be honest and free of fear or judgment. Who are they? What qualities do they possess that contribute to your comfort level?
- Do members of your chapter wear T-shirts that would be offensive or degrading to individuals of minority populations? Do they use inappropriate language when referring to each other or marginalized members of the campus community?
- Could nicknames that are meant to be benign actually be hurtful to chapter members?
- Start to script an ideal conversation with a community member of a different background who you do not know very well. What will it take for that conversation to be successful? Do you have a tacit understanding of your own feelings? If you do not, you may want to spend some more time in the meditation stage.

STOP THE HATE FRATERNITY/SORORITY ACTION GUIDE

3. INVESTIGATE (your environment):

When you feel ready to purposefully engage in your environment, it is essential that you begin to look at the educational opportunities available in your community. The investigation period should be full of exploration and discovery. Does your chapter provide diversity programming as part of your new member or member education program? Is there a program offered during orientation that addresses diversity issues? Are there offices on campus designed to advocate for marginalized groups? Does the campus support activities and programs that allow for further investigation and learning regarding other members of the community? Does this programming address the needs of all constituents? Do you feel that the campus responds reactively or proactively to problems?

Action items:

- Does your fraternity/sorority have a national policy regarding discrimination (race, religion, sexual orientation, etc)? If so, do you know it? If they don't have such a policy, do you know why?
- Does your chapter facilitate programs designed to reduce bias within the chapter?
- Do your Interfraternity Council, Panhellenic, National Pan-Hellenic Council, or Multicultural Councils facilitate programs designed to reduce bias in the community?
- Familiarize yourself with the different offices on campus designed to support marginalized students. Feel free to visit them! What did you learn when you were there?
- Has the campus experienced a hate crime or bias-related incident during the last few years? How did the campus respond? How did staff, faculty, and students respond? Are people still talking about it? What are they saying?
- Speak with one of the people you identified during the evaluation period about your desire to get involved in your own edification. Ask them what they think about the campus environment.
- Does your campus have policies regarding hate crimes and bias-related incidents? What are they? Do students know them? Did you know them before your investigation?

4. PARTICIPATE (in the solutions):

Once you have engaged in self-examination and begun to explore your surroundings, it is crucial that you begin to engage in dialogues and conversations that are designed to further your active participation in the community. The participation period should be full of active experiences designed to increase awareness about the historical significance of a cultural group, and to further your own self-awareness.

Action items:

- Meet with the campus fraternity/sorority advisor and explore avenues for participating within the fraternity/sorority community.
- Assess your chapter's needs, and bring an appropriate speaker into your chapter meeting.
- Attend a program that is being sponsored by a chapter of a different council.
- Attend a political debate with members of your chapter (affirmative action, racial profiling, etc). Which side do you support? Why? Talk about the debate afterward with your chapter.
- Enroll in a class such as women's studies that focuses on the achievements of a marginalized group.
- Go to a meeting for a student group that is designed to raise awareness of a specific racial or ethnic group like the NAACP. Did you feel welcome? What did you learn at that meeting?
- Attend a program sponsored by your campus multicultural office. Bring a chapter member with you. What did you learn?

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5. EVALUATE (your growth):

The evaluation stage should be a personal and purposeful return to the process you began during the meditation period. This deliberation will serve as a checkpoint allowing you to re-examine the questions you asked yourself previously in the meditation period. You should literally ask yourself the same questions from the meditation period, and you should include several more questions. This period will be full of cognitive dissonance, and you may feel some discomfort regarding your own experiences.

Action items:

- Review your journey-al. Reflect on your journey thus far, and record the answers to the following questions.
- Do you have a better understanding of yourself? How did you arrive at that understanding?
- Do you have a better understanding of others? How did you come to that?
- Is your chapter ready to address the cultural needs of their members?
- Is the fraternity/sorority community ready to address the cultural needs of their members?
- What do you need to learn next? Who will be able to provide you with more knowledge?
- Have you had purposeful conversations regarding bias and bias-elimination with the chapter members you identified as allies during the deliberation phase?

6. TOLERATE (and address behavior):

This period is signified by a heightened sense of awareness toward other members of your immediate chapter. You will start to realize that not everyone shares your commitment to eliminating bias from your life. While it is essential that you begin to confront negative behavior and language, it is important to recognize that you must begin to consciously model positive behavior. During this period, you will also see a marked rise in your abilities to empathize and create solution-focused dialogues with your chapter members. Explore your own use of language as it relates to bias elimination.

Action items:

- Talk to your chapter members about their biases and life experiences. What are the similarities in their stories? What are the differences?
- Are your chapter members using negative language in reference to marginalized populations? How are you addressing this language? Are you modeling appropriate language?
- Begin to research historical movements towards positive change, such as the Women's Suffrage, the Civil Rights Movement, Title IX, etc. What can you learn from these movements? What was the source of resistance to these changes?
- Revisit the examples of hate crimes/bias-related incidents on your campus. Explore historical events that may have been the starting point for the incident. How has the environment on campus changed? Are there behaviors that need to be addressed?

7. EDUCATE (your community):

During the education phase, you will begin to take an active role in enlightening the members of your community. After examining the factors that contribute to negative behavior, you will begin to formulate an approach to addressing this behavior. You will initiate an actual change in the actions of your community members. It is important that your movement through this phase is signified by a commitment to learning and using appropriate language, and the utilization of conflict resolution practices.

Action items:

- Return to the offices that you visited during the investigation period. Do they offer a series of 'train the trainer' programs?
- Facilitate a discussion in your chapter meeting or new member meeting about bias and bias elimination.
- Work with your councils and the campus fraternity/sorority advisor to create a forum in which people can discuss the image of fraternities and sororities on your campus. Are they seen as diverse? Does the community want to move toward inclusion?
- Attend a conflict resolution seminar. What do you know about conflict? Are you willing to give and receive constructive criticism?

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8. DEMONSTRATE (and be courageous):

Once you have begun to initiate change within your chapter, you can begin to affect change in the larger community. You will need to become much more confident in your abilities to create a movement of tolerance and continue that movement with a palpable sense of momentum. You will begin to confront negative attitudes and behaviors toward underrepresented groups in a direct, but supportive manner. You will begin to address negative language and behavior displayed by other people. It is important to note that if you are uncomfortable with directly confronting negative behavior among others, you should spend more time preparing yourself in the education phase. The more you know, the better able you will be to educate others. Begin by confronting people you think will be more receptive so you can honing your skills in a safe environment.

! Action items:

- Actively engage your listening skills in your chapter house, your classes, your residence hall, the dining hall, etc. Are you willing to address harmful language?
- Be willing to go the extra mile and share your experience of growth during this process. What do you wish you had known before you started? What are some ways that you can share this knowledge with others? Is this knowledge reflected in your behavior?
- Are you wearing offensive or inappropriate T-shirts that reflect poorly on your chapter or the fraternity/sorority community?
- Are you truly demonstrating positive behavior and language? Are you 'modeling the way'?

9. ELIMINATE (the bias):

The elimination phase should be signified with action-oriented thought processes. You will actively engage in behavior and activities that are designed to eliminate bias and bias-related incidents from your campus. You will need to call on the skills you developed in the previous eight phases, especially investigation (being knowledgeable about your campus resources), evaluation (knowing your own experiences and biases and the experiences of your chapter members), and education (utilizing the talents you have honed by educating the members of the community).

! Action items:

- Work with the student conduct office to create or refine your campus's policies regarding hate crimes or bias-related incidents.
- Work to create supplemental diversity programming and integrate that programming into existing new member and member education programs.
- Explore ways that your councils can dedicate time and resources to creating a more inclusive community.
- Join a campus committee that examines campus culture and climate with regards to race, ethnicity, religion, or sexual orientation.

10. CELEBRATE (and pass it on!):

Congratulations! Although this is a lifelong journey, take pride in the fact that your passion and actions have already made a definite change in your chapter, your community, and your campus as a whole. There is one more thing you need to do: identify at least one member in your chapter that you feel would benefit from your experiences and would be willing to "pass it on;" someone who shares your passion for eliminating bias and injustice, someone with whom you feel comfortable and willing to share your journey. This is the best way to ensure that your chapter and your community will experience momentum toward positive change.



Take Action.

Readings and Other Resources

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Take Action.

Websites

Stop The Hate!

www.stophate.org

American Psychological Association

www.apa.org/pubinfo/hate

Anti-Defamation League:

www.adl.org

http://www.adl.org/main_hate_crimes.asp

**Brudnick Center on Violence and Conflict,
Northeastern University**

www.violence.neu.edu

Campus PrideNet

www.campuspride.net

Center for the Prevention of Hate Violence

www.cphv.org

Facing History and Ourselves

www.facinghistory.org

HateCrime.org

www.hatecrime.org

Hate Crimes Research Network

www.hatecrime.net

HateWatch

www.hatewatch.org

Human Rights Campaign

www.hrc.org/issues/hate_crimes/index.asp

Lambda 10 Project for GLBT Fraternity & Sorority Issues

www.lambda10.org

**Leadership Conference on Civil Rights and the Leadership
Conference on Civil Rights Education Fund and the United
Against Hate Campaign**

www.civilrights.org

www.unitedagainsthate.org

Matthew Shepard Foundation

www.matthewshepardfoundation.org

Partners Against Hate

www.partnersagainsthate.org

Tolerance.org

www.tolerance.org

www.tolerance.org/campus

www.tolerance.org/speakup





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www.tolerance.org